CARSHALTON BOYS SPORTS COLLEGE — CITIZENSHIP — YEAR 9

Key Stage 3 | Scheme of Work 2026–2027

Excellence • Character • Aspiration

Subject Vision — Why Citizenship Matters

Our Vision

Year 9 is the capstone of the Key Stage 3 journey. Pupils bring their accumulated knowledge of rights, community, democracy, crime and justice to bear on the biggest questions of all: how does the world govern itself, how do nations cooperate, and what rights and responsibilities do citizens carry in work, in commerce and in the full complexity of adult life. Year 9 sits deliberately at the interface of KS3 and GCSE.

Our Three-Strand Purpose

- **Knowledge —** the international architecture of governance (UN, EU, NATO, Commonwealth, Council of Europe, WTO) and rights in their most applied contexts: school, consumer life and the workplace.
- **Disciplinary Thinking —** evaluating institutions at the highest level of complexity — what they do, how effective they are, and what their limitations are.
- **Skill —** GCSE-calibrated extended writing — structured argument, evidence-based evaluation, reasoned conclusion — as a matter of course.

Curriculum Journey — Learning Sequence by Term

AUTUMN – SPRING TERM	SPRING – SUMMER TERM
International Relations	**Rights & Responsibilities**
The UN, EU, NATO, the Commonwealth, the Council of Europe and the WTO: origins, aims, membership, the UK's role and evaluations of effectiveness (Rwanda, Srebrenica, Brexit).	Moral vs legal rights, rights at school, rights in conflict, consumer rights (Consumer Rights Act 2015), employment rights (Equality Act 2010) and trade unions.

A Spiral Curriculum International governance builds from Parliament and government in Year 7 and democracy vs dictatorship and political parties in Year 8 to the full global governance architecture studied here. Rights and responsibilities, foundational in Year 7 and deepened through applied human rights cases in Year 8, reach full maturity here through moral/legal distinctions, rights in conflict, and rights in commercial and employment contexts. The 'assess' and 'evaluate' requirement reaches full GCSE standard, with tasks drawn from or modelled on GCSE Citizenship Studies Papers 2 and 3.

Assessment Information

How Pupils Are Assessed

- PATHS formal assessment — an evaluative extended writing task per unit, marked against GCSE mark scheme descriptors
- Summative end-of-unit assessment — independent, GCSE-calibrated extended response
- Feeding Forward lessons — pupils respond in green pen against GCSE band descriptors

Formal Assessment by Unit

- Unit 1 — International Relations: knowledge and understanding test including a 12-mark full evaluative essay including a substantiated judgement on the effectiveness of an international organisation (e.g. the UN or NATO)
- Unit 2 — Rights & Responsibilities: knowledge and understanding test including a 12-mark full evaluative essay including a substantiated judgement on the extent to which UK law protects the rights of workers

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	**Positive Comment**	A specific, sincere comment on a strength of the work.	*"Your evaluation of the UN's effectiveness was well-structured and used the Rwanda genocide as a precise piece of evidence."*
A	**Attainment Mark / Grade**	A clear mark or working grade against Year 9 expectations and GCSE benchmarks.	*Mark or working grade with a brief comment naming the GCSE band the work falls in.*
T	**Target to Improve**	A single, specific target focused on argument quality or evaluative precision.	*"Add a counter-argument to your assessment of NATO's relevance before reaching your conclusion."*
H	**How-to Instructions**	A precise, do-able instruction telling the pupil exactly how to act on the target.	*"Re-write your conclusion beginning: However, critics of NATO argue… and give one specific piece of evidence."*
S	**Student Response**	Pupils respond in green pen in the same or next lesson; the teacher checks the response.	*Green pen response checked by the teacher; the expectation is a response without scaffolding by year end.*